**A9 Card Sort Game Pieces**

Alternate format for A9 Statements for Use in Card Sort Activity, p. 124

Instructions: Copy and cut apart a set of game pieces for each participant

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| CLASSIFY AND EXPLAIN  differences in plant  parts. Example: “Monocot plant seeds have one cotyledon and the leaves have parallel veins.” | COMPARE plants using comparatives and superlatives (-er, -est\_) Examples: “This leaf is \_\_\_ than\_\_” “This \_\_\_ is the tallest \_\_”. | PREDICT outcomes for plant life according to water, soil, and light conditions using photos and phrases/short sentences. | EXPLAIN  functions of plant parts and how specific plant parts take in and release nutrients. | ARGUE the  pros and cons of protecting a wetlands reserve instead of developing it. |
| PLAN AND CONSTRUCT  dioramas or collages to show seasons in a forest biome. | ASSESS correctness of a moveable biome model  Show understanding by rearranging parts as necessary. | CONTRAST features of a Saguaro cactus with an oak tree. Use key words with phrases such as “the \_\_has\_\_” and “The \_\_ does not have\_\_”. | PLAN AND WRITE  a narrated sequence about a plant’s life during one season in a forest biome. | ANALYZE the steps of photosynthesis in an interview-style conversation with partners. Ask and answer about the purposes of each step. |
| INTERPRET  life in a desert biome from the perspective of a desert plant or animal in a series of journal entries. | DEMONSTRATE  the process of photosynthesis by moving labeled parts of a model, or dramatize the process with gestures while saying key words. | CLASSIFY plant parts  First locate parts in a matching game, then sort by features or colors. | CLASSIFY  leaves by shapes and sizes. Use basic descriptive words such  as small, large, yellow, thick | CATEGORIZE  types of plants found in desert and alpine tundra biomes by sorting  pictures and labels of plants. |